

Best Practices for Work Sampling Online®
Mid-Year Check In



Pearson Assessment
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February 18, 2015

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Best Practices for Work Sampling Online: Mid-Year Check In



- Review and monitor Work Sampling data
- Develop strategies for planning children's learning based on collected evidence and data reports
- Use the online tools and features with ease

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Review and Monitor Work Sampling Data

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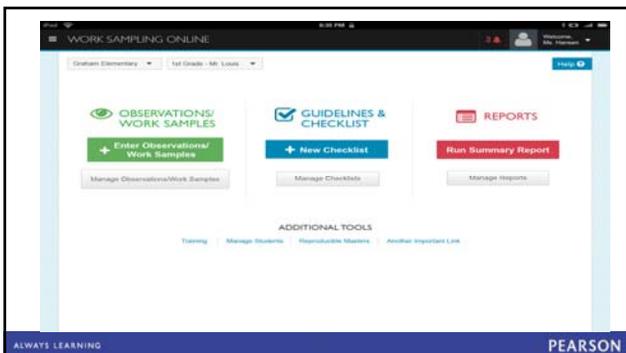
Review and Monitor Data



- Foster high-quality assessment practices
- Ensure that everyone is implementing the tool properly, consistently, and accurately
- Provide staff with ongoing support and feedback
- Identify patterns and trends in the data

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Review Observations



- Are the notes dated?
- Are the notes factual?
- Are there observations collected for all the required domains?
- Do the notes include details about what children were saying and/or doing?
- Are teachers using observational data to plan children's learning?



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Review: Checklists



- Are all the required domains completed?
- Note the pattern of Checklist ratings.
- Are all the children rated the same?
- Did the teacher use any NA or DNO ratings?

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Checklist Ratings



Not Yet	In Process	Proficient	Did Not Observe	Not Applicable
Child cannot demonstrate indicator	Child demonstrates indicator intermittently	Child can reliably demonstrate indicator	Teacher does not have enough evidence to make a rating	Teacher has not taught or introduced the learning related to the indicator

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Reliably Demonstrating an Indicator (Proficient)

SOP
Asking help, it is not in class
Asking has been changed for record



SS/SP
Asking another student for help and her "teacher" she explains things like in the house corner.

Personal and Social Development			
1	Establishes self-confidence	Not yet	In process
2	Shows some self-direction	Not yet	In process
3	Follows simple classroom rules and routines	Not yet	In process
4	Manages transitions	Not yet	In process
5	Shows engagement and curiosity as a learner	Not yet	In process
6	Attempts to help and work help others experiencing a problem	Not yet	In process
7	Approaches tasks with flexibility and enthusiasm	Not yet	In process
8	Interacts easily with other children	Not yet	In process
9	Participates in the group life of the class	Not yet	In process
10	Identifies some feelings and responds to those of others	Not yet	In process
11	Begins to use simple strategies to resolve conflicts	Not yet	In process



SS/SP
Asking made "The Big Feeling" from memory in her friend in the house corner.

SOP
Asking to help L to help her put away the books when she's time out

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Class Ratings Report

P4 Report 1
 Student Name: Mary Fisher
 Academic Year: 2013/2014
 Page 1 of 6

I Personal and Social Development

- Ratings by child
- Across domains
- Identify patterns and trends

Collection Point	A Self-Concept				B Self-Confidence				C Approaches to Learning				D Interaction With Others			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Personal/Concept																
Personal/Conf																
Character/Engage																
Social/Engage																

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Review: Collected Evidence

- Is the collected work authentic to the child?
- Does the work reflect a learning standard or specific area of learning?
- Is the work annotated?
- Does the work show progress and growth over time?

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Progress Over Time

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Individual Items



Taneisha plays board games during choice time. She decided to make one herself called "Going to Mexico". The map is on the right and the directions on the left.

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Review: Summary Reports

- Do the summary report ratings reflect the Checklist ratings?
- Are there any errors in the narrative?
- Does the report convey a positive tone?
- Is the language used, the style, and amount of writing appropriate for the family?

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Summary Report

Standard Summary Report For the family of: **Morgan Blanchert**
 1/20/13/2014
 Teacher: **Misty Sprague** Age: 4 years 11 months
 School/Program: **Site 30** Primary Language: **Not Specified**
 Date of Report: **11/09/2013** Days Present: **12** Days Tardy: **1** Days Absent: **1**

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Domains & Components	Checklist		Progress	
	As Expected	Needs Development	As Expected	Needs Development
I Personal and Social Development	•		•	
A Self-Concept B Self-Control C Approaches to Learning D Interaction With Others				

Teacher Comments:
 Morgan is able to follow the classroom rules and routines and participates daily in the group time activities. She is learning how to interact with her classmates and is beginning to use words to resolve conflicts. Goals for Morgan include helping her to connect with her peers during choice time and providing her with opportunities to be the class helper to help boost her confidence and sense of responsibility.

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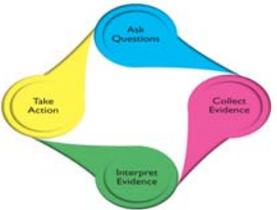


Using Collected Evidence & Data Reports to Plan Children's Learning

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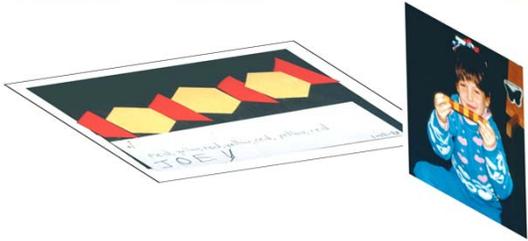
Assessment Cycle



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Use Collected Evidence to Plan for Children's Learning



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Planning for Joey



- Introduce more complex patterns.
- Provide materials to create patterns with other media.
- Introduce parquetry blocks and design boards.
- Ask questions to encourage Joey to describe, discuss and make generalizations about patterns.

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Class Profile



WORK SAMPLING SYSTEM

Academic Year: 2012/2013

Grade Level: Period 1

Classroom: 1 (Personal and Social Development)

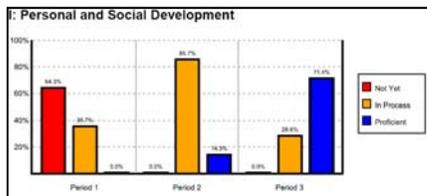
The names of the children are listed according to the Checklist rating they received.

Proficiency Checklist	Not Yet	In Process	Proficient
A Self-Concept	1 student Oliver Chance Lujan East	2 students Lujan East Rudy Maly	1 student Jan Prusoff
B Awareness of Self/Other	1 student Oliver Chance	2 students Lujan East Rudy Maly	1 student Jan Prusoff
C Self-Concept	2 students Oliver Chance Lujan East	2 students Jan Prusoff Rudy Maly	1 student Oliver Chance

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Class Outcomes Report



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**Using the Work Sampling
Online Tools and Features**

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Online Tools and Features

Administrators
Visit classrooms
Alerts
Dashboard
Data Reports

Teachers
Professional Development Section
Embedded Videos and Guidelines
Data Reports

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Thank you for attending the
Work Sampling Online Best Practices
Workshop

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